

# THE AMERICAN PSYCHOLOGIST

VOLUME 5



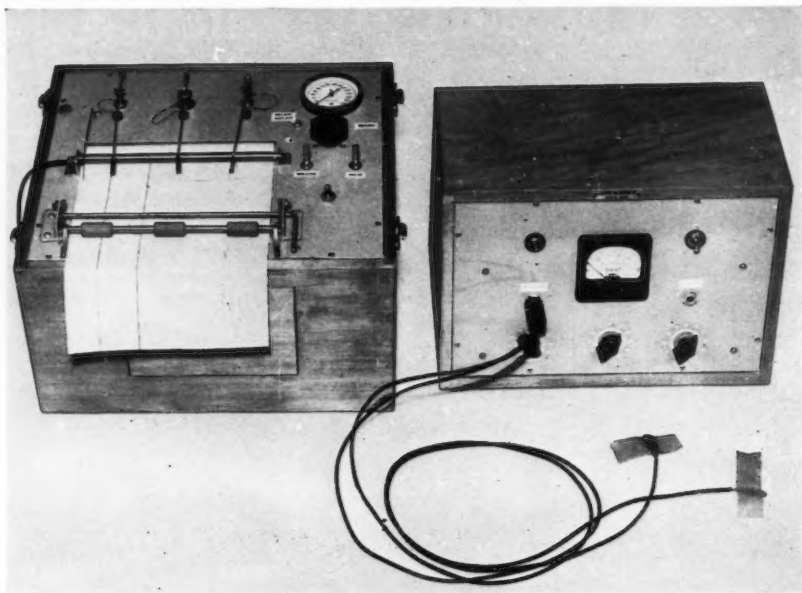
NUMBER 3

*March, 1950*

*Published Monthly by*

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# THE AMERICAN PSYCHOLOGIST

The Professional Journal of the American Psychological Association, Inc.

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Volume 5

March, 1950

Number 3

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## *In this Issue*

Registration Form, 1950 APA Convention .....	69
Fifty-eighth Annual Meeting of the American Psychological Association ....	71
Division Program Chairmen .....	77
Cognitive, Conative, and Non-intellective Intelligence. DAVID WECHSLER	78
Comment .....	84
Reply from the American Board of Examiners in Professional Psychology	
Psychopedics. LUTON ACKERSON	
Unwanted Publications. GILBERT L. BETTS	
J. McV. Hunt (portrait) .....	87
Psychological Notes and News .....	88
Convention Calendar .....	94

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*Managing Editor:* Helen M. Wolfe

*Consulting Editors:* Theodore M. Newcomb, Robert R. Sears, and Ruth S. Tolman

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Subscription: \$6.00 per volume (Foreign \$6.50). Single copies, price varies according to size.

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*Editor:* CARROLL C. PRATT, *Princeton University*. Contains original contributions of a theoretical nature; bi-monthly.

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# COMBINED REGISTRATION AND REQUEST FOR HOUSING, APA CONVENTION, STATE COLLEGE, PENNSYLVANIA,

September 4-9, 1950

Mrs. \_\_\_\_\_  
Name Mr. \_\_\_\_\_ APA Fellow \_\_\_\_\_  
Miss \_\_\_\_\_ (Print) Last First Middle APA Associate \_\_\_\_\_  
Address \_\_\_\_\_ Student Affiliate \_\_\_\_\_  
Address after \_\_\_\_\_ Other Affiliate \_\_\_\_\_  
July 1, if \_\_\_\_\_ Guest \_\_\_\_\_  
different \_\_\_\_\_ Male \_\_\_\_\_ Female \_\_\_\_\_  
from above \_\_\_\_\_  
Type of housing you prefer: Price per person per night you wish to pay \$ \_\_\_\_\_  
Dormitory \_\_\_\_\_ Guest Home \_\_\_\_\_ Hotel \_\_\_\_\_ Motel \_\_\_\_\_  
Single room \_\_\_\_\_ Double room \_\_\_\_\_ Name \_\_\_\_\_ Name \_\_\_\_\_  
Room for three \_\_\_\_\_ Private bath \_\_\_\_\_  
Semi-private bath \_\_\_\_\_

Persons with whom you would like to share accommodations, if not members of your family. Separate applications should be sent by these persons.

(over)

## HOUSING ACCOMMODATIONS

**College Residence Halls:** The Pennsylvania State College can provide dormitory facilities for over four thousand persons. These residence halls are on the campus within five minute's walk of headquarters and the buildings where the meetings will be held. There are no rooms with private baths, but all have bathrooms near. Bedding and towels will be provided with the rooms. Prices will be from \$2.00 to \$2.50 per person per night. Two-dollar dormitory rooms are one block from the dining halls and have double-deck beds.

**Hotels and Motels:** A limited number of rooms are available in the two hotels or in four motels (tourist cabins). All reservations for these facilities must be made through the housing committee; the hotels will not make reservations independently for that week.

Hotels		Daily Rate	
Nittany Lion Inn All rooms have private baths.	Single	\$3.00, \$4.00, \$4.50	
	Double Bed	\$5.50	

Weekly rates are six times daily rate.

State College Hotel	Twin Bed	\$6.50, \$7.00, \$8.00
	Extra cot	\$1.50
	Single	\$3.00 to \$3.85 (private bath)
	Twin Bed	\$4.00 to \$7.00 (private bath)
	Single	\$2.75 (semi-private bath)
	Twin Bed	\$4.00 to \$6.00 (semi-private bath)

### Motels

**Autoport:** Cabins with single beds and two baths, \$3.00; Double beds for two, private bath, \$5.00; Double beds for three, semi-private bath, \$3.50; Twin beds, semi-private bath, \$4.00; Twin beds, private bath, \$5.00. Weekly rates can be arranged.

**Byers:** 4 cabins, 3 people each (1 double bed and 1 single), private shower, \$4.00 for two people, \$5.00 for three people.

**Ranch Court:** 20 rooms, 16 with twin beds and 4 with double beds, all with private baths, \$7.00 double, \$4.00 single. Extra cots, \$1.50.

(over)

Members of your family for whom you request reservations:

Name \_\_\_\_\_ Sex \_\_\_\_\_ Relationship \_\_\_\_\_

Name \_\_\_\_\_ Sex \_\_\_\_\_ Relationship \_\_\_\_\_

Will arrive on \_\_\_\_\_ at \_\_\_\_\_ A.M. P.M. Will depart on \_\_\_\_\_ at \_\_\_\_\_ A.M. P.M.  
Date Hour Date Hour

Type of meals preferred: American plan \_\_\_\_\_ A la carte \_\_\_\_\_

Method of transportation: Auto \_\_\_\_\_ Bus \_\_\_\_\_ Train and Bus \_\_\_\_\_ Plane \_\_\_\_\_

Travel route via: \_\_\_\_\_ Northwest (Clearfield, Erie) \_\_\_\_\_ Northeast (Bellefonte, Williamsport)

\_\_\_\_\_ West & Southwest (Altoona, Pittsburgh) \_\_\_\_\_ East & South (Lewistown, Harrisburg)

Special instructions or requests you wish to make \_\_\_\_\_

Mail this form promptly to Committee on APA Registration, Department of  
Psychology, The Pennsylvania State College, State College, Pennsylvania

(over)

### HOUSING ACCOMMODATIONS (Continued)

**Taylor's Motel:** 5 rooms each with 2 double beds, \$10.00 for four people, \$8.50 for three people; 5 rooms with twin beds, \$7.00 for two people. All rooms have private baths.

**Hotels in Nearby Towns:** The following hotels are available in towns near State College. Members must make their own reservations if they plan to stay at one of these hotels.

	Distance from State College
Duffy's Tavern, Boalsburg, Pa.	3 miles
Dimeling Hotel, Clearfield, Pa.	40 miles
Hotel Phillips, Phillipsburg, Pa.	22 miles
Fallon Hotel, Lock Haven, Pa.	36 miles
Huntingdon Hotel, Huntingdon, Pa.	32 miles
Green Gables Inn, Lewistown, Pa.	30 miles
Hotel Brockerhoff, Bellefonte, Pa.	9 miles
Hotel Penn Alto, Altoona, Pa.	45 miles

**Private Homes:** A limited number of private homes can accommodate delegates as guests. The charges range from \$1.50 to \$2.50 per person per night.

**State Parks:** Some state parks within ten to forty miles of State College (Black Moshannon Park, Whipple's Dam Park, Colorain State Park, Penn-Roosevelt State Park, Halfway State Park, County Line State Park, Voneida State Park) are equipped with camping facilities, and in several cases with state-operated cabins which are available at very reasonable rates. Arrangements for these facilities must be made directly with the Department of Forests and Waters, Harrisburg, Pennsylvania. Reservations should be made very early as there is much demand for these facilities during the summer and early fall.

(over)

# FIFTY-EIGHTH ANNUAL MEETING OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION

*The Pennsylvania State College, September 4 to 9, 1950*

## APA CONVENTION PROGRAM COMMITTEE

Donald B. Lindsley, *Chairman*; Howard F. Hunt, William M. Lepley, Albert K. Kurtz,  
Cecil W. Mann

Robert R. Sears, *ex officio*

## PRELIMINARY ANNOUNCEMENTS

### GENERAL INFORMATION

The Fifty-eighth Annual Meeting will be held from Monday through Saturday, September 4-9, 1950, at The Pennsylvania State College.

**Location:** The Pennsylvania State College is located at the town of State College, which is on a plateau among the mountains in the geographical center of the state. The post office address is State College, Pennsylvania.

**Headquarters:** McElwain Hall, corner of Shortlidge Road and Pollock Road on the campus of The Pennsylvania State College. An indexed file of registrants, and information and mail services will be maintained at headquarters. R. G. Bernreuter is chairman of the Headquarters Committee.

**Registration and Room Reservation:** Members expecting to attend the meeting are urged to use the combined registration and room reservation form printed on pages 69 and 70 in this issue of the *American Psychologist*. It will be much to the advantage of members to register and apply for rooms early because by so doing they may be assigned the more choice rooms. See Housing on pages 69 and 70.

By sending a check or money order for the room with the application, members will be able to go directly to their rooms upon arrival in State College without further registration or delay for a key. The convention badge and information material will be delivered with the key at the residence hall. Refund of payment in advance will be made if the reservation is cancelled at least *one day before* it was to be used.

Those who do not register and pay for a room reservation in advance should go to Headquarters in McElwain Hall upon arrival.

### MEALS

**Meals:** Good meals on the American plan at \$3.00 a day will be provided through self-service in the two dining rooms of Simmons Hall and one dining room of McElwain Hall. One dining room of McElwain Hall (headquarters) will provide meals a la carte at prices somewhat higher than the American plan. The first dormitory dining service will open with lunch, Sunday, September 3.

**Special Dinners and Luncheons:** Special luncheons and dinners may be arranged through Headquarters, but groups are urged to make advance arrangements by writing R. G. Bernreuter, Psychology Clinic, State College, Pennsylvania. If such arrangements are completed by May 15, the Program Committee will be glad to include an announcement in the printed program.

### TRANSPORTATION

**Highways:** Entering from the east is U. S. highway 322, which connects at Lewistown with U. S. highway 22 from Harrisburg and points farther east. U. S. 322 is also the route from Cleveland and the northwest. It makes junction at Port Matilda with U. S. 220 from Altoona and routes from the west and southwest. Pennsylvania highway 45 passes through State College from the north and the south.

**Railroads:** Railroad stations for State College are on the Pennsylvania lines at Lewistown—30 miles, Altoona—42 miles, Williamsport—60 miles or Lock Haven—33 miles. Those coming from the east should get off at Lewistown; from the west at Altoona or Tyrone; and from the north via Buffalo get off at Williamsport or Lock Haven.

**Bus Lines:** Local bus companies operate between Lewistown and State College and between Williamsport, via Lock Haven, and State College. The Greyhound bus lines provide local service between Altoona, Tyrone, and State College, and express service from New York, Philadelphia, Harrisburg, Scranton, Pittsburgh, and Cleveland.

Special buses will meet trains at periods of heavy travel. For further information write to Kinsley R. Smith, Chairman of Committee on Transportation, Department of Psychology, The Pennsylvania State College, State College, Pa.

**Airways:** The All-American Airways provides regular passenger plane service through State College between New York and Pittsburgh. The airport is located only about one mile from the campus, and taxicab service is available. Other regularly scheduled air service may be available by September.

#### OTHER LOCAL ARRANGEMENTS

Following is a list of committees on other local arrangements with the names of committee chairmen. Members interested in matters handled by these committees are requested to communicate directly with the appropriate committee chairmen. All can be addressed at the Department of Psychology, The Pennsylvania State College, State College, Pennsylvania.

**Meetings of Scheduled Program:** J. E. DeCamp. This committee will be responsible for having rooms and facilities ready for scheduled meetings. If request is made in advance, the committee will make arrangements for the display of any visual aid or the projection of any film or slides used in connection with a paper. See page 75 for the regulations for films, film strips, and slides.

**Audio-Visual Sessions:** C. R. Carpenter. This committee, in cooperation with the APA Audio-Visual Aids Committee, will arrange for special showings and discussions of films and other aids.

**Exhibits:** The exhibits will be immediately adjoining the lobby where the headquarters table is located in McElwain Hall. Facilities will be available for both commercial and non-commercial exhibitors. Arrangements for exhibits should be made with W. M. Lepley before shipping any materials and before the meetings.

**Recreation:** L. P. Guest. The tennis courts of the College will be available and free to those attending the APA meetings. The College eighteen-hole golf course adjoining the campus will be open to APA members at a special guest fee of 75¢ a day.

**Nursery School:** The College nursery school will be open for children of families attending the meetings at State College. It provides for children of ages two and one-half to five years. Reservations must be made by August 10. Write to Dr. Winona L. Morgan, School of Home Economics, State College, Pa.

**Special Arrangements or Services:** Information about local arrangements not otherwise provided for above should be requested of B. V. Moore, general chairman of the local committee.

**Publicity for Papers and Addresses:** The members of the local Publicity Committee for this meeting, working in cooperation with the Department of Public Information at The Pennsylvania State College, recognize the importance of proper publicity for psychological research and theories. It has been the experience of scientific and professional associations that publicity of a paper is *more accurate* and *more probable* if the full text of the paper is available for study and possible duplication well in advance of the time of the meeting. Press representatives definitely want to see papers before they are delivered. (A clipping survey of the 1940 meeting showed that the majority of the papers getting the most publicity were ones which had been turned in with sufficient time for duplication in abbreviated form prior to the meeting.)

As soon as you are notified that your paper is accepted for presentation at the meeting, please send to E. B. van Ormer, chairman of the local Publicity Committee (see address below), a typed copy of the *complete paper*, AND if possible, a *non-technical* (popular) *summary* giving the "high lights"

for public and lay consideration. The dead line for sending in manuscripts and summaries for publicity is *July 31st*. This gives the local publicity committee time to check and mark manuscripts for the press and for duplication of summaries or entire papers as feasible.<sup>1</sup>

The cooperation of the members presenting papers in 1940 made it possible for Penn State to handle the publicity for that meeting in a way which seemed satisfactory to science editors and

representatives of press associations. Let us give them similar cooperation this year.

Other members of the local publicity committee are: Jean O. Britton, G. M. Guthrie, A. K. Kurtz, W. M. Lepley, and D. G. Thevaos, assisted by the Department of Public Information of the College.

Send manuscripts and summaries for publicity to E. B. van Ormer, Department of Psychology, The Pennsylvania State College, State College, Pennsylvania.

### CALL FOR PAPERS

The Convention Program Committee of the American Psychological Association presents this announcement of program plans and the Call for Papers. No other call for papers will be distributed. The complete program will be published in the *July American Psychologist*.

#### I. TYPES OF SESSIONS COMPRISING THE 1950 MEETING

*A. Individual Reports of Research.* Four twelve-minute papers will be scheduled for each one-hour session. Individual members who wish to participate must submit abstracts of their papers to the appropriate divisional program representative by April 10. The list of program representatives for the various divisions will be found at the end of this call for papers. The abstract of a given paper may be submitted to one division only. The regulations for abstracts are given later.

*B. Technical Problem Symposia.* Emphasis should be placed upon specific problems rather than upon broad topics. The APA divisions are invited to propose and organize suitable two-hour symposia on technical problems. Inter-division symposia are especially encouraged. The regulations for symposia are given below.

*C. Addresses.* The APA president will present the annual address. Addresses by divisional presidents may be arranged for by each division. The APA president-elect will arrange for invited addresses by eminent speakers in related fields.

*D. Exhibits.* Arrangements will be made for exhibits. Individual members are encouraged to

exhibit apparatus, teaching aids, and other materials of scientific interest. Both commercial and private exhibitors should make arrangements with Dr. William M. Lepley, Pennsylvania State College, indicating type of exhibit and approximate space needs.

*E. Business Meetings.* All groups desiring business meetings of divisions, boards, committees, etc. should make their needs (including amount of time and estimated attendance) known to the Chairman of the APA Program Committee. The deadline for the receipt of such communications is May 1.

*F. Film Programs.* Research and instructional films and film strips will be scheduled in special sessions to be arranged by the Audio-Visual Aids Committee, Arthur Lumsdaine, Chairman. See regulations below.

*G. Special Programs.* Special types of programs are encouraged, such as demonstrations of psychological techniques and procedures, special interest and discussion groups, or other novel ideas which may be arranged through the divisional program chairman. Individual members may take the initiative in suggesting such programs to the appropriate divisional program committee by April 10, but preferably considerably earlier if extensive planning is necessary.

*H. Special Meetings.* Alumni groups and others who may desire special meetings should make their requests known to the APA Program Chairman by May 1. These should include a statement of estimated attendance, time required, and whether arrangements for luncheon or dinner are also desired.

<sup>1</sup>Please do not send the only extra copy of your paper to some special press representative who may write you. You will get better publicity and the average percentage of good-will will be greater among the publicity people if you let your own local publicity committee handle the matter.

#### II. REGULATIONS FOR INDIVIDUAL REPORTS

In accordance with actions of the Council of Representatives at the annual meeting in 1949 the fol-



lowing rules shall be binding upon all divisions, unless special exception has been made by the APA Program Committee at the request of a particular division. If special exception to these general rules has been granted to a specific division it will be found under Section V.

#### A. Who May Read Papers

1. Abstracts may be submitted only by members (Fellows and Associates) of the Association.

2. If a member wishes to sponsor an abstract of a non-member he must submit the abstract together with a covering letter explaining fully who the non-member is, what his scientific qualifications are, and whether he is a member of a recognized national scientific society. Sponsorship may also cover non-member graduate students in psychology, who are *affiliates*.

3. Papers may be read by non-members *only* if sponsored by a member of the Association and specifically invited by a divisional program committee. In the program and in the published abstract the invitation and sponsorship will be indicated as follows: John Brown (invited by Div.—; sponsor, John Doe).

4. Multiple authorship will be permitted, but in case a non-member is either primary or secondary in the joint authorship he is subject to the stipulations of rules two and three.

5. Papers may not be presented by proxy.

6. Each abstract must carry the signature of the author who guarantees to present the paper. The first name in a multiple authorship should be that of the person who will present the paper.

7. No person may read more than one *volunteered* paper but his name may appear as co-author of volunteered papers read by others.

8. Two volunteered papers which are identical or substantially equivalent may not be read at a convention, either by a single person or by different members of a team of co-workers.

9. By vote of the Association, papers previously read at sectional meetings are not acceptable for the Convention program, but this action does not preclude acceptance of a paper presenting additional results on a topic concerning which a preliminary report has been made at a sectional meeting.

10. The submission to the APA or its divisions of papers whose reading would violate these rules will disqualify the authors from reading any volun-

teered papers at the APA convention for which these papers are submitted.

#### B. Form of Abstracts

1. Abstracts will be typed on one side only, double spaced, and in quadruplicate on 8½" x 11" white paper. Copy the following form in typing your abstract:

TITLE OF PAPER .....

AUTHOR(S) .....

INSTITUTION(S) .....

If this paper is accepted and placed on the program, I promise to appear in person and deliver it unless prevented by conditions beyond my control.

CODE NO..... Signed.....

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

CODE No. ....

TITLE OF PAPER:

PROBLEM:

SUBJECTS USED:

PROCEDURE:

RESULTS OR CONCLUSIONS:

SIZE OF SLIDES, IF ANY:

This form is not intended to preclude case studies, theoretical papers, surveys, descriptions of new tests or techniques, or other suitable papers. Where these can appropriately be abstracted in terms of the outline given above, doing so will facilitate the task of evaluating abstracts. If the nature of the paper makes the outline inappropriate, it may be disregarded. Be sure, however, to follow the form given above down through the repetition of "TITLE OF PAPER"; this form is designed to facilitate removal of authors' names during evaluation and should be followed rigorously. Be sure to include space for a code number as indicated; the divisional program committee will supply identifying numbers.

2. The abstract must contain not more than 300 words. Abstracts of greater length will not be printed in the program. *The reading time of the report must not exceed 12 minutes.*

3. Abstracts must not include tables or drawings.

#### C. Where to Send Abstracts—Deadline

1. An abstract in *quadruplicate* must be sent to one of the *divisional program chairmen* whose names appear at the end of this announcement. Do not send abstracts to the Secretary of the APA or to the APA Program Committee. Select the division which best represents the area of interest covered by the paper.



2. One need not be a member of the particular division to which he sends his abstract as long as he is a Fellow or Associate of the APA, or in the case of non-members if Rules 2 and 3 of Section II A are followed.

3. The deadline for receipt of abstracts is April 10.

### III. REGULATIONS FOR SYMPOSIA

The following rules govern the consideration of symposia to be included in the program.

**A. Initiation.** With the exception of sessions organized by the APA Program Committee, all symposia are to be organized by the Divisions. Individual members who wish to propose a topic or detailed plans for a symposium to be sponsored by one or more divisions *should write immediately* to the divisional program representative as listed below. Repetition of symposia topics and speakers on successive years should be avoided unless unusual progress and development have taken place in that area in the meantime.

**B. Technical Problems Only.** Symposia will be considered appropriate only if the topic is sufficiently technical to insure a progressive movement of ideas during the session. It is essential that a symposium be well planned in advance with thorough exchange of views, and preferably of manuscripts, by the participants. It is urged that the number of speakers on each symposium be kept to a minimum and that the chairman assume a real responsibility for the effective coordination of the session. Inter-division symposia are especially desirable.

**C. Deadlines.** Suggestions for symposia, round tables, etc., must be in the hands of the divisional program chairman by April 10 and preferably earlier so that he may meet the deadline for the receipt by the APA Program Committee Chairman of completed symposia programs, including both topics and names of participants, which is May 1. Only the divisional program representative may submit the final symposia plans.

### IV. REGULATIONS FOR FILMS, FILM STRIPS, AND SLIDES

As in the past, a projection room and facilities for showing of 16 mm. sound and silent films will be provided. Those desiring to present new films,

film strips or other audio-visual aids (including sound recordings) should send them in finished form to Arthur Lumsdaine, Human Resources Research Laboratories, Bolling Air Force Base, Washington 25, D. C. Members desiring to request the showing of existing films should send the titles and distributors' names, indicating order of preference if more than one film is requested. The APA Audio-Visual Aids Committee, of which Dr. Lumsdaine is chairman, will select the films to be shown and will schedule their presentation.

The deadline for the receipt by Dr. Lumsdaine of films, other audiovisual aids, and requests for film showing, is April 10. Films received after this date, but before August 1, will be considered for showing but cannot be announced by title in the printed program.

Slides do not need to be submitted in advance, though notification of their intended use must be made on the abstract. Standard lantern slides ( $3\frac{1}{4}'' \times 4''$ ) are preferred. If  $2'' \times 2''$  slides are to be used this must be stated on the abstract. Those using  $2'' \times 2''$  slides should check well in advance of the session to be sure that a projector is available at that time; to be on the safe side such a projector should be brought along if possible.

### V. SPECIAL DIVISIONAL INFORMATION

All the divisions except the Division of Experimental Psychology and the Division of Clinical and Abnormal Psychology will use the rules printed above. The additional statements for these two divisions follow.

**Division 3.** The Division of Experimental Psychology plans the usual sessions of individual reports. The Divisional Program Committee invites the submission of abstracts under joint authorship with non-members, as provided in the general rules of the "Regulations for Individual Reports."

The Division will be glad to sponsor symposia or the meetings of special interest groups within its province of interest. Details of any proposed topic should be sent to the Chairman of the Divisional Program Committee as early as possible, and should include some estimate of the possible size of the group involved.

**Division 12.** The Division of Clinical and Abnormal Psychology will, as in the past, arrange sessions of contributed papers. Contributors should follow the rules and instructions given in the gen-

eral call for papers. In addition, *in those cases where the paper is theoretical or discursive*, the abstracts must be accompanied by one copy of the paper in its complete form, because of the difficulty of evaluating such papers from abstracts alone. The contributor's name should not appear on the manuscript itself, but should be on a sheet of paper clipped to it.

Members of the Division of Clinical and Abnormal Psychology are asked to submit proposals for other sessions in the Division's program. Specific proposals of the following sorts will be welcomed:

(1) Proposals for symposia or round-tables suggesting the title, area of specific emphasis, and participants. These symposia may focus upon problems primarily professional in character, or upon technical or theoretical problems in clinical and abnormal psychology. They may be proposed as joint symposia with some other division.

(2) Proposals for presentation of a therapeutic procedure, through a role-taking interview, playback of recorded material, or other means which would demonstrate the particular orientation in an operational way. It is planned that a total of two hours shall be devoted to the presentation and the discussion.

(3) Proposals for demonstration of newer diagnostic procedures, in any appropriate fashion. A total of two hours would be devoted to such demonstration-discussion meetings.

(4) Proposals of topics for interest groups. It

is planned that one afternoon session will be devoted to meetings in which those with similar interests may get together for informal discussion and mutual acquaintance. Proposals should give the topic for the interest group, and a list of at least ten persons to be invited as a nucleus of the group, with one or more suggestions for chairman.

All such proposals should be submitted *in quadruplicate*, by April 10th, to the Chairman of the Division's Program Committee. Earlier submission will be welcomed, and is especially desirable for any proposal which involves unusual aspects of organization or presentation.

#### VI. DEADLINES

April 10 Abstracts must be in hands of division program chairmen (see next page for names and addresses).

April 10 Films etc. must be in hands of Dr. Lumsdaine, Chairman, Audio-Visual Aids Committee.

April 10 Suggestions for symposia and special programs must be in hands of division program chairmen (do this much earlier if possible).

May 1 Requests for business meetings and special alumni or other group meetings should be made to APA Program Chairman.

May 1 Completed divisional programs of individual research reports, symposia programs etc. must be in hands of APA Program Chairman.

## VII. DIVISION PROGRAM CHAIRMEN FOR 1950 ANNUAL MEETING

*Send abstracts of papers and suggestions for symposia to the program chairmen named below.*

### Division 1. Division of General Psychology

Dr. Karl M. Dallenbach  
Department of Psychology  
University of Texas  
Austin 12, Texas

### Division 2. Division on the Teaching of Psychology

Dr. Sidney L. Pressey  
Department of Psychology  
Ohio State University  
Columbus 10, Ohio

### Division 3. Division of Experimental Psychology

Dr. Edwin B. Newman  
Memorial Hall  
Harvard University  
Cambridge 38, Massachusetts

### Division 5. Division on Evaluation and Measurement

Dr. Irving Lorge  
Teachers College  
Columbia University  
New York 27, N. Y.

### Division 7. Division on Childhood and Adolescence

Dr. Harold H. Anderson  
Department of Psychology  
Michigan State College  
East Lansing, Michigan

### Division 8. Division of Personality and Social Psychology

Dr. Launor F. Carter  
Department of Psychology  
University of Rochester  
Rochester, New York

### Division 9. The Society for the Psychological Study of Social Issues

Mr. Eugene H. Jacobson  
Survey Research Center  
University of Michigan  
Ann Arbor, Michigan

### Division 10. Division on Esthetics

Dr. Norman C. Meier  
Department of Psychology  
State University of Iowa  
Iowa City, Iowa

### Division 12. Division of Clinical and Abnormal Psychology

Dr. Norman Cameron  
Department of Psychology  
University of Wisconsin  
Madison 6, Wisconsin

### Division 13. Division of Consulting Psychology

Dr. George K. Bennett  
The Psychological Corporation  
522 Fifth Avenue  
New York 18, New York

### Division 14. Division of Industrial and Business Psychology

Dr. William McGehee  
Personnel Department  
Fieldcrest Mills  
Spray, North Carolina

### Division 15. Division of Educational Psychology

Dr. Lee J. Cronbach  
Bureau of Research and Service  
University of Illinois  
1007 S. Wright Street  
Champaign, Illinois

### Division 16. Division of School Psychologists

Dr. Harriet E. O'Shea  
Department of Psychology  
Purdue University  
Lafayette, Indiana

### Division 17. Division of Counseling and Guidance Psychologists

Dr. Lewis E. Drake  
740 Langdon Street  
Madison, Wisconsin

### Division 18. Division of Psychologists in Public Service

Mr. Kenneth B. Ashcraft  
2070 South Cook Street  
Denver, Colorado

### Division 19. Division of Military Psychology

Dr. E. Donald Sisson  
Personnel Research Section  
Adjutant General's Office  
Department of the Army  
Washington 25, D. C.

### Division 20. Division on Maturity and Old Age

Dr. Irving Lorge  
Teachers College  
Columbia University  
New York 27, New York

### Committee on Audio-Visual Aids

Dr. Arthur A. Lumsdaine  
Human Resources Research Laboratories  
Bolling Air Force Base  
Washington 25, D. C.

### Psychometric Society

Dr. Erwin K. Taylor  
1727 Harvard St. N. W.  
Washington 9, D. C.

# COGNITIVE, CONATIVE, AND 'NON-INTELLECTIVE INTELLIGENCE'<sup>1</sup>

DAVID WECHSLER

New York University

IT is always a good omen for science when different men in different places make independent discoveries or arrive at similar conclusions. In the last two decades psychologists in their efforts to define the nature of general intelligence seem to have arrived at the threshold of such a situation. In this paper I wish to present to you what appears to me to be the germ of the impending re-orientation: it is this, that general intelligence cannot be equated with intellectual ability however broadly defined, but must be regarded as a manifestation of the personality as a whole.

From an historical point of view, the first one to argue against the identification of general intelligence with intellectual ability was Henri Bergson. Already in his *"Dones Immediate de la Conscience"* and more emphatically in his *"Evolution Creatrice,"* he pointed out the insufficiencies of the human intellect or, what was for him the same, normative logic, in dealing effectively with man's total environment.

I shall not here restate Bergson's arguments nor his attempted solution of endowing the human mind with a new faculty, creative intuition, and its generating force, the "elan vital." I wish only to call your attention to the fact that in our attempts at measuring intelligence we have persisted in treating intelligence as if it consisted exclusively of intellectual elements or factors. What, in fact, are these intellectual elements which we have continued to use and to posit in appraising intelligence? They are abstract reasoning, verbal, spatial, numerical, and a few other specified factors, all of which in some particularized manner deal with man's cognitive ability. Shades of Bergson, are we confirming his claim that human intelligence, as the psychologist conceives it, can only deal with geometric and logical symbols?

Now, the remarkable thing is that while this is what we are saying in our tests of intelligence, most of us don't believe it. What is more important, it isn't true! Our contemporary definitions of intelligence assert as much: intelligence according to these is not only the ability to learn, to abstract, to profit from experience, but also to adjust and to achieve. Everyone with clinical experience knows that the latter involve other capacities besides educative, verbal, numerical, spatial, and the other intellectual factors that have been demonstrated. Yes, but what are they? The answer is: they are *not* intellectual. They are capacities and traits dependent upon temperament and personality which are not restricted to logical and abstract perception; they are, in my opinion, factors of personality itself. It is this point of view, independently sensed or suggested, at times only tangentially, by a number of investigators including Goldstein, Alexander, Wechsler, and more recently by Halstead and Eysenck, which I presented six years ago for the first time under the term *"Non-intellective Factors of Intelligence."* I wish now to present to you more fully the evidence in its support and to justify what appears to be not only the need for a re-orientation in our concept of general intelligence, but of a new psychometric that will, in fact, measure what is purported in our definition of intelligence.

Let me begin by restating the issue in terms of the actual psychometric problem. The crux of this problem, as we have already noted, is the discrepancy between what the clinical psychologist does and what he says he does in clinical practice. If we examine any of the current psychological tests of intelligence, we shall find them to consist of sample tasks measuring, by definition, a variety of mental abilities. One would imagine that any summary of the results obtained with such tests would be essentially a report of the degree to which an individual possesses these abilities and the manner in which they vary. However, it will be found that once a summative score is obtained from them,

<sup>1</sup> Address of the president of the Division of Clinical and Abnormal Psychology, given at Denver, Colorado, on September 5, 1949.

whether in terms of MA, IQ, or whatnot, the clinical psychologist proceeds to enlarge his summary to include not only specific psychologic interpretations but broad social and biological implications as well.

An IQ is thus used, not only to determine comparative mental endowment, capacity to learn, presence of special abilities and disabilities, and evaluation of degree of mental deficiency, but also as a basis for school placement, for vocational guidance, for psychiatric diagnosis, and for the prediction of adjustment potentials in a variety of situations from infancy to old age, including such areas as child adoption, juvenile delinquency, fitness for military service, college success, and old age counseling.

Assuming that intelligence tests may be used in all these situations, and within limits I believe they may, the question arises how this is possible under the concept that general intelligence is a matter of a single basic or even a combination of a number of intellectual abilities. It is this question which I shall try to answer this evening. But I must first call your attention to the fact you are all aware of, that this is not the usual criticism of intelligence tests. The historic and continued objection to intelligence tests is not that they measure too much, but that they do not measure enough, or at least, not well enough.

You are all acquainted with the arguments against intelligence tests, and I shall not repeat them; the damaging criticism pertains, not as is generally emphasized, to the question of reliability, but to one of basic validity. Even such studies as those of Wellman, Goldfarb and others, showing changes in IQ produced by a variety of social and environmental factors, though relevant, are not crucial. The crucial instances are those where individuals obtain identical IQs (say an IQ of 65) but, on overall appraisal, must nevertheless be rated differently, say, one as a defective and the other as not defective. Such instances are not necessarily common, but neither are they rare exceptions. Here is a situation which needs explaining and cannot be by-passed.

The first to attack this problem was E. L. Thorndike. His answer, as always characteristic of his approach, was straightforward and to the point. Our tests measure intelligence to be sure, he said, but there is not just one unique, but several different kinds of intelligence, namely, abstract, social and practical. The first is manifested by the individual's ability to work with symbols, the second

by his ability to deal with people, and the third by his ability to manipulate objects. Thorndike, himself, seems to have been primarily interested in the first kind of intelligence and, having made the above trichotomy, and along with it the distinction between tests which measure breadth, as against those which measure altitude, left the working out of these concepts to others. But relatively little has been done to verify or refute the hypothesis.

In the 1920's Moss published a test of social intelligence which consisted essentially of items involving memory and recognition of names and faces, and a series of multiple-choice questions involving social situations, in which the correct answer seemed to have been based on the notion that "the customer is always right." Although Moss's test for a time had some vogue among business firms, clinical psychologists, as far as I have been able to discover, seldom if ever make use of it.

The other important effort at producing a test of social intelligence is Doll's Vineland Social Maturity Scale. This Scale, as you know, consists of a series of questions listing a variety of social acquisitions, that is, of approved and useful acts and achievements, which a child may be expected to have learned from infancy to adolescence. The Scale is hardly a test in the ordinary sense of the term, since it involves no test performance or response by the subject, and can be completed, as it usually is, by other persons. But it does correlate fairly well with other tests of intelligence and has been shown by Doll and others to correlate positively and significantly with a number of practical criteria of social adjustment.

Clinical psychologists appear to have accepted performance tests, almost from the start, as a measure of practical intelligence. Only they seem to have regarded practical intelligence, as measured by these tests, as a kind of special aptitude rather than as a kind of intelligence. For many years the situation in clinical practice was something like this: a child would be given routinely a Binet test. Then, if his Binet MA did not seem to do justice to him, he would be given a Pintner-Paterson or similar performance battery as a supplementary test. But the child's score on the performance test, except in instances of language handicaps, would seldom be integrated with, or serve to alter, his Binet intelligence rating. Instead, it would usually be used as evidence of a compensatory useful special ability. Thus, if a child attained an IQ of 85 on



the Binet, and one of 110 on the Pintner-Paterson, the reporting psychologist would ordinarily give the rating as "dull normal" intelligence with good practical or manipulative ability. It was not until the publication of the Bellevue Scales that any consistent attempt was made to integrate performance and verbal tests into a single measure of intelligence. The Bellevue tests have had increasingly wider use, but I regret to report that their popularity seems to derive, not from the fact that they make possible a single global rating, but because they enable the examiner to obtain separate verbal and performance IQ's with one test.

The Aristotelian hierarchical white-collar concept of intelligence dies hard. This, in spite of the fact, that performance tests often can and do contain a larger amount of  $g$  than do the verbal tests. Thus, in his differential study of "*Abstract and Concrete Intelligence*," W. P. Alexander, after correcting for communality, specific factors, and chance errors of measurement, found the theoretical  $g$  loadings for verbal and practical ability to be .60 and .81, respectively. Alexander concludes that "a perfect performance battery would be a better measure of  $g$  than a perfect verbal battery."

This and other findings by Alexander bring me to what constitutes the most compelling evidence for the reorientation in our concept of intelligence mentioned at the onset of this paper. I refer to the findings contributed by factor analysis. Here two important names appear on the horizon: Carl Spearman and L. L. Thurstone. I believe that the answers which they have given to the problem of the nature of general intelligence are incorrect. But I am sure that without the inspiration and without the tools which they furnished us, the solution of the problem would be altogether impossible.

Such a statement before a gathering of clinical psychologists may be unorthodox, because to many, factor analysis is almost anathema. But I can assure you, on the authority of expert consultants, that the mathematics of factor analysis is quite elementary, and on the basis of my own experience with it, extremely practical; and, with due apologies to Freud, even "sexy." For with what, in effect, does factor analysis concern itself, but with the bedfellowship of psychometric tests. For, mind you, it embraces matrices, correlational to be sure, and then tells you what test stays close to what other tests when axes are rotated. Now that, I submit, is what clinical psychologists want to know:

what test, what factor, or, if you will, what function or what trait goes with what other factor, or function, or trait. And when the findings are examined some very interesting and unsuspected relationships come to light. For example, some tests of intelligence, like some human beings, are extremely promiscuous. Thus, vocabulary, the paragon of verbal tests, correlates very frequently, and to a considerable measure, with Block Designs, the perfect example of a performance test. But to return to a more serious vein, the importance of factor analysis is, of course, that it enables us to discover what our tests measure and the extent to which they measure the things they purport.

What are the elements which factor analysis has shown our intelligence tests to measure? The first is abstract reasoning. This is Spearman's  $g$  or education. Spearman argued that  $g$  was the only independent factor, and while he hesitated to identify  $g$  with general intelligence, his actual applications are tantamount to it. In equating  $g$  with general intelligence Spearman was in error, not because the tetrad equation is incorrect but because, in point of fact, it is not satisfied as he claimed. Spearman's answer to this finding was that we cannot expect the tetrad equation to be satisfied by all the tests of general intelligence but only by "good" tests of intelligence, like analogies and mathematical reasoning which require education. But of course, if you select your tests, you can choose them so highly saturated with a single factor that the residuals vanish. This is all that the tetrad equation says, and it was the perceptive insight of Thurstone which recognized the tetrad equation for what it was, namely, a mathematically special case of a more general solution of the factorial problem. What was needed was a statistical analysis which would permit the emergence of other factors when present. By the use of his expanded technique, it has now been shown that intelligence tests, such as they are, contain not one but several independent factors. Some five or six have been definitely identified; they are, to repeat, induction, verbal, spatial, numerical, and one or two other factors. Notice, however, that these factors, like Spearman's education, are all cognitive.

At this point it is important to bear in mind what a factor stands for in factor analysis. Basically, it is an identifiable independent variable which accounts for a certain portion of the total test variance in a correlational matrix. The amount of variance



it accounts for in any given test is called the test's factor loading. In a perfectly factorialized correlation matrix, the sum of the factorial loadings of the extracted factors should be 100 per cent, that is, account for the total test variance.

Now, it is a remarkable finding that when matrices of intelligence tests are factored, the amount of variance accounted for is seldom more than 60 per cent of the total, and, what is perhaps of equal significance, the greater the number of different tests included, the smaller, generally, the total per cent of variance accounted for; and this is seemingly independent of the number of factors extracted. In the case of our present intelligence test batteries, factors beyond the first 3 or 4 usually contribute so little to the already accounted-for variance that it is generally not profitable to extract them. It is the observation of this important finding that in the factorialization of batteries of intelligence tests, there always remained a considerable per cent of unaccounted-for variance, which began to arouse my interest some years ago. It seemed to hold the key to our problem.

If after successive attempts at factoring out all the components of intelligence, there always remained a large residue of these unknown elements, the obvious inference to be made was that our intelligence tests measured other things than those accounted for by the extracted factors. The second inference was that those other factors were numerous and occurred in relatively small amounts, because it was impossible to extract single additional factors which would account for any considerable portion of the residual variance. I assumed that the principal reason for this was that the test batteries usually factored did not include tests which contained sufficient amounts of these other factors, to enable some of the remaining tests to cluster about them. Provisionally I called these residual components the nonintellective factors of intelligence. But in terms of more recent findings, I believe they can be more justly designated as the personality components of general intelligence, which in fact they are.

The evidence for this conclusion comes from a number of sources. As early as 1913, Webb, (8), in factoring a battery of tests, along with a number of ratings which attempted to appraise traits of character, was able to extract a factor "W". "W" in a broad sense seemed to relate to a moral and conative propensity, which he called conscientious-

ness or purposeful consistency. A few years later, in Spearman's own laboratory, Lankes and Wynn Jones (7) demonstrated the existence of another non-intellective factor, "p", or perseverance, which characterized their subjects tendency to resist changes in set, and which Spearman related to his law of inertia. In 1921, W. M. Brown (2) discussed character traits as factors in intelligence tests, and in 1933, R. B. Cattell (3) reported correlations between tests of temperament and ratings in intelligence. But perhaps the most crucial findings are those of W. P. Alexander (1) who, in an extensive factor analysis of a large series of verbal and performance tests, supplemented by tests of achievement and academic marks, showed that in addition to the now familiar *g*, *V* (verbal ability), and *P* (practical ability), a considerable portion of variance had to be ascribed to two other extracted factors, namely, *X* and *Z*. *X* was a factor which determined the individual's interests and "concerns," in Alexander's words, "temperament rather than ability"; while *Z* was "an aspect of temperament related to achievement," in the case of Alexander's subjects, to school achievement.

The factor loadings of *X* and *Z* varied greatly from test to test, but even some of Spearman's ostensibly pure tests of *g* contained some *Z* and nearly all the performance tests showed considerable *X* or *Z* loadings. As might be expected, these factors played an even greater role in academic or technical achievement. For success in science, for example, the *X* factor loading was .74, as against only .36 for *g*, and for English .48 as against .43 for the *g* loading. From these findings one might even infer that lack of intellectual ability, beyond a certain point, accounts for relatively little of school failures. Indeed Dorothea McCarthy (6) recently offered the "hypothesis," and I quote, "that emotional insecurity . . . is the basic cause of most educational disabilities and learning failures, which are not due to mental defect."

What are we to make of these two findings? First, that factors other than intellectual contribute to achievement in areas where, as in the case of learning, intellectual factors have until recently been considered uniquely determinate, and, second, that these other factors have to do with functions and abilities hitherto considered traits of personality. Among those partially identified so far are factors relating primarily to the conative functions like drive, persistence, will, and perseverance, or

in some instances, to aspects of temperament that pertain to interests and achievement. This, to be sure, is just the beginning, but one of the reasons that not much more has been done is that psychologists have continued to assume that personality has little to do with intelligence. To Thurstone as well as to Spearman, general intelligence seems to be first and foremost a cognitive function, by Spearman to be accounted for by a single pervasive factor, by Thurstone by a number of factors.

It is curious that the clinical psychologist, so little impressed by or, at least, so little conversant with factor analysis, has almost from the start dealt with intelligence test findings as if the personality components in intelligence were already an established fact. For what does psychological diagnosis on the basis of intelligence test findings consist of but inferring adjustable capacities of the subject as a persona? It appears that the clinician, like the character in Moliere's "*Malade Imaginaire*," has been speaking prose all his life without knowing it.

One might add that diagnosing personality and personality disorder, at the level it is being done, is not very difficult. Practically every good individual test of intelligence lends itself to such application to a greater or lesser degree, the Bellevue Scales and the new Children's Test of Intelligence perhaps a little more readily. This does not mean that they are tests of personality, but they do suggest that our intelligence tests contain elements which are essentially factors of the personality as a whole rather than of specific cognitive abilities. When the neurotic does poorly on the Digit Span Test, it is not because of defective memory, but generally because of a basic anxiety mobilized by the test, as by any other situation, in which he is seemingly on trial. Conversely, when a mental defective does relatively well on the Maze Test, it is generally not because he has better planning ability, but because he is less impulsive. Similarly, a large variety of traits and personality factors may be inferred from test performance—for example, energy level from a subject's performance on the Digit Symbol, asocial tendencies from general comprehension, masculinity-femininity from the picture completion test. These are only a few of the traits and diagnostic constellations with which every clinician who has done psychological diagnosis is familiar.

The point here is not that personality traits can be discovered in psychometric performance, or,

what needs no special argument, that personality and abnormal conditions influence intelligence test findings, but that personality traits *enter into* the effectiveness of intelligent behavior, and, hence, into any global concept of intelligence itself. It is one thing if a child does poorly on an intelligence test because he is disinterested or upset and quite another if he is congenitively impulsive or emotionally unstable.

One would naturally suppose that if intelligence is a function of the personality as a whole, one should find significant positive or negative correlations with measures of personality itself. Such, indeed, are the findings, but the results are extremely hard to evaluate. This is in part due to the fact that the studies in this area have been done primarily with the intent of discovering the extent to which intelligence accounts for variance in personality. In an article which appeared in 1940, Irving Lorge reviews the studies published to that date on the general relationship between measures of intelligence and various measures or estimates of personality. The personality tests included most of the current and older inventories (Woodworth, Laird, Thurstone, Bernreuter, Allport, et al.), as well as the association experiment and the personality measures of Hartshorn, May, and Maller. Some 200 correlation coefficients were analyzed. The range of coefficients was from +.70 to -.49 with a median of +.04. Disregarding the signs, half of the ratios were between .00 and .15, and one quarter of them .30 and above. Lorge's general feeling about the findings is that the range is so "extraordinary that anybody can make any statement." Nevertheless, his conclusion is "that some correlation between intelligence and personality exists" (5).

All this is rather meager fare, but the findings are perhaps as satisfactory as could be expected. Apart from the known unreliability of paper-and-pencil inventories, there is the more disturbing fact of their uncertain validity and relevance. At times they do not measure the traits claimed for them, at others they measure only small segments of the personality, although in different ways; and at still other times, traits which are purely nominal. The latter, for example, was shown by Flanagan (4) to be the case with the Bernreuter Inventory dichotomies. In the original publication the test was scored for six different traits, which by factorialization were then reduced to two.

Flanagan's study is a good example of how factor analysis aids us in getting at basic components. Mere evidence of concomitant variation is not enough; in fact, it is often misleading. For example, defective hearing may have a measurable effect on both learning arithmetic and size of vocabulary, but, obviously, has no basic relation to either arithmetical reasoning or verbal ability. A variable to be basic and scientifically significant must be independent. In the case of man's cognitive functions, these independent variables, in so far as they are relevant to general intelligence, have been pretty well identified. It may be possible to add one or two to Thurstone's list, but not many more. Those of personality are yet to be discovered. We have some knowledge of what the factors to be measured are likely to be, some on the basis of researches like those of Webb, Alexander, Guilford, Cattell, and Eysenck, others on the basis of general observation and clinical experience. The latter have thus far gone unrecognized, not only because we have no tests for them but because clinicians, like their more academic colleagues, still think of intelligence as consisting primarily of cognitive abilities. Any bit of behavior that seems concerned with or related to instinct, impulse, or temperament is ipso facto considered as having no direct relation to general intelligence.

Such, for example, is curiosity. This was one of the traits which Terman in his studies of genius found most frequently among his gifted children. But he did not have, nor do we as yet have, any test of curiosity. No attempt has been made to extract curiosity as a factor of intelligence. We all know how important curiosity is for biologic adaptation as well as scientific achievement. It is, to quote McDougall, "at the basis of many of man's most splendid achievements, for rooted in it are his speculative and scientific tendencies," and "... in men in whom curiosity is innately strong, it may become the main source of intellectual energy and effort." But what is curiosity? "It is the impulse to approach and examine more closely the object which attracts it," that is an instinct, and according to McDougall, one of the basic instincts.

One need not be afraid or ashamed to acknowledge impulse, instinct and temperament as basic factors in general intelligence. It is indeed because I believe they are that I have brought before you

the arguments and evidence presented. My main point has been that general intelligence cannot be equated with intellectual ability, but must be regarded as a manifestation of the personality as a whole. I have tried to show that factors other than intellectual enter into our concept of general intelligence, and that in everyday practice, we make use of them knowingly or not.

What is needed is that these factors be rigorously appraised. Factor analysis has been emphasized because, at present, it is the only method which enables us to demonstrate and discover independent variables. We already have some clues as to what the non-intellective but relevant factors of intelligence may be. What we now need are tests which not only identify but measure them. This in effect demands broadening our concept of general intelligence and calls for a revised psychometric to measure these added variables as sub-tests of all general intelligence scales.

To say that general intelligence can be social and practical, as well as abstract, was just a beginning. We had to know what basic components of the mind were responsible for making an individual effective in one rather than in another area.

To realize that general intelligence is the function of the personality as a whole and is determined by emotion and conative factors is also just a beginning. We now need to know what non-intellective factors are relevant and to what degree. This is the task which lies immediately before us.

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## Comment

### Reply from the American Board of Examiners in Professional Psychology

To the Editor:

The American Board of Examiners was most interested in the letter regarding its activities which appeared in the February issue of the *American Psychologist*.

Because of the importance of the issues raised, our answer will be somewhat detailed and will refer to published materials appearing in past issues of the *American Psychologist*. We shall also have to quote excerpts from the letter itself since we did not have a copy in sufficient time to prepare a reply that would appear simultaneously with the original letter.<sup>1</sup>

These published materials define the history, the task, and, to a certain extent, the procedures of the Board and comprise part of the public record upon which our reply must be based.

It appears most appropriate to consider the issues raised by the writers of the February letter point by point. They state first that the main source of criticism concerns the "grandfather" clause under which psychologists "are certified without formal examination." It should be pointed out that in all of the early published materials about the Board, which may be presumed to represent the intent of the Policy and Planning Board, the Council of Representatives, the committee appointed to plan the work of the Board, and the first elected Board itself, the judgment regarding waiver or non-waiver of the PhD degree requirement and/or the examinations, was always to be a responsibility of the Board under the "grandfather" clause. While the examinations and/or the PhD degree requirement have been waived in a substantial number of such candidates, many others have been invited to qualify by examination, or by the accumulation of further experience, or by the completion of the degree requirements, or by some combination of these alternatives, after a thorough evaluation of their credentials.

The second point made by the writers of the letter is that "the main function of the Board was to exclude

the charlatans and unethical practitioners." There appears to be some misunderstanding of the functions of the Board if this means that the Board was to take the initiative in identifying such individuals among the membership of the APA. It would appear that this is an ethical and not a professional decision. While the Board has made such ethical judgments, upon legal advice in considering professional qualifications, the record will show that the Board was not set up to function as a recipient of complaints regarding unethical professional practices. The APA already has, and has had for many years, committees on ethics designed to discharge this responsibility. Furthermore, APA members voluntarily apply for Board diplomas.

The writers go on to describe the attempt of the Board to "separate the sheep from the goats . . . to find a measuring rod for practice and experience applicable to people who for many years have done all kinds of things." In the first place, three fields of professional specialization have been set up. We have discovered relatively few people, in over 1500 candidacies, who actually were "doing all kinds of things." Admittedly, the task of designating practitioners with *major professional involvements* in a field in such a way as to provide maximum protection to the public is not easy. The judgmental criteria used have been stated in over 3,000 requests for endorsements of candidates and have been discussed at open meetings initiated by this Board at the annual APA meetings. These criteria have been applied as fairly as possible by the pooled judgments of nine Board members. It would be expected that individual decisions may not be unanimously accepted by our colleagues who are more remote from the data to which the Board had access.

This brings us to the next point made by the writers of the February letter—the inspection of names of diplomates as they have been published. The autobiographical data, the endorsements by colleagues both within psychology and outside of the profession, and the Board's own inquiries—all of which are discussed and pooled in a physical meeting of the Board—provide a far more extensive sample of the professional lives of the individual candidates than does a cursory reading of names of diplomates, or an analysis of the 1948 directory, or even the casual knowledge of such a group as the writers of the letter.

It has been, as a matter of fact, somewhat of a revelation to the Board to discover the extent to which psychologists have been engaged in substantial professional activities. From the data available to us it is apparent that the professional developments in psy-

<sup>1</sup> See: The letter of July 3, 1947 sent by the Board to all members of the American Psychological Association; the *American Psychologist*, with the following specific page references: Vol. I (1946), pages 37, 41-42, 164, 168, 473, 500-501, 503, 510-517; Vol. II (1947), pages 77, 183, 192, 451, 476-477, 481, 491, 502; Vol. III (1948), pages 66, 388-390, 558; the official report of the Board sent to all members of the APA under date of March 1, 1948; the report to the members of the APA distributed in printed form at the September 1949 meetings of the Association.



chology which caused the Policy and Planning Board to make its original recommendations represent a real and significant trend over the years.

We are somewhat puzzled at the converse statement made by the writers to the effect that various persons who have been denied certification are as competent as those to whom the diploma has been awarded. The Board has not released the name of any unsuccessful candidate. It is difficult for us to believe, consequently, that a sufficient sample of such unsuccessful candidates have confided in the writers to permit them to sustain the generalization they have made regarding the professional competence of those who do not hold the diploma.

The Board was legally incorporated in the spring of 1947 and on July 3, 1947 issued its first call for candidates in terms of its by-laws which had already been published in the *American Psychologist*. This letter of invitation contained the article from the by-laws which defined minimum criteria under which the candidacies would be reviewed. These criteria were more extensive than the writers of the February letter indicated. In the letters requesting endorsement of candidates, criteria which the Board uses in making its judgment are stated as follows:

1. The adequacy of his basic training.
2. The amount and quality of actual experience in the professional, as distinct from academic, practice of his specialty.
3. His personal character and integrity as a representative of psychology in his community.
4. His special competence in the professional field listed above.

Admittedly, alternative methods of establishing standards exist. One of these has been suggested in the February letter. Another possibility involves studying the professional records of voluntary applicants, utilizing the experience and reports of various APA committees concerned with professional problems, and assessing endorsements furnished by the professional colleagues of the candidate. This in effect was the procedure chosen by the Board. In public meetings and in letters to individual candidates the Board further defined the functions that it classified within the various professional fields. We would suggest that any technique of setting standards would still leave a large area of administrative, judgmental, experiential, and ethical decisions to any group charged with the task that the Board faced. This is particularly true, we believe, in the present stages of development in the various areas of professional psychology.

The writers of the letter suggest that psychologists making recommendations for positions within three special areas "must perforce proceed upon other evidence than the diploma." The Board sincerely hopes

that specific job recommendations will never be based on the diploma alone. It is difficult to imagine that any responsible psychologist would make a specific recommendation on the basis of the diploma alone without making a further personal evaluation of the candidate's qualifications for a particular position. It is even more obvious within the broad professional fields that a clinical psychologist who has specialized in work with children would not therefore be a good candidate for a position requiring work with adult hospitalized patients even though both are clinical psychologists and both are qualified to hold the diploma of this Board. Similar examples come easily to mind in the fields of industrial psychology and counseling.

The diploma may be interpreted as representing a class of professionally trained and experienced people differentiable from other classes and if this is what the authors had in mind, i.e., the interpretation of the diploma as a safeguard for the public, we consider that this is a true definition of it. But even within a class so differentiated, the ultimate consumer of the service must make the choice of a specific individual to serve him. Not all of us will be equally satisfied with the same medical specialist regardless of the fact that he holds his specialty diploma.

We are pleased to note that the writers suggest the establishment of an appeal agency to which any candidate may submit his case. In this the Board concurs. The minutes of Board meetings indicate our prior consideration of this point: at the November, 1949 meeting plans for an appeal board were set up; at the January, 1950 meeting the proposal was prepared in final form and has already been submitted to the Board of Directors of the APA for consideration at its March, 1950 meeting.

We shall not make a defense against the writers' assumption that the public relations of the Board are bad and must be improved. In the first three to six months of the Board's operation when an unexpectedly heavy load of candidacies was received, it is quite likely that answers to specific inquiries were delayed, as procedures and machinery were in the process of being set up. At the present time, however, the volume of correspondence regularly going out of the Board office, including individually dictated letters, is sufficiently large to indicate that legitimate inquiries are answered in reasonable time and that Board actions are interpreted where necessary with individual letters supplementing the printed form letters that are used.

It should be remembered that the normal processing of a candidacy requires an indispensable minimum of ten pieces of mail, including the original requests for endorsement, and that the average amount of correspondence involved in any candidacy is more likely to be fifteen to twenty separate pieces of correspondence. In view of the fact that over 1500 candidacies have

been received, including approximately 300 candidacies in the final two months before the expiration of the "grandfather" clause, some idea of the magnitude of the Board's work may be obtained.

The Board meets six times per year for three to four days each time, exclusive of travel time. In addition, each Board member has a considerable volume of correspondence with the Secretary's office.

We think it will be recognized that any attempt to establish standards in a growing profession will result in two kinds of dissatisfaction: the dissatisfaction of those who believe that they should be included in the diplomate group; and the dissatisfaction of those who question the inclusion of a particular individual in the group. Such dissatisfactions are inevitable in any professional undertaking and they should not be confused with "public relations."

It is important that the comments made in the February letter and in this reply should have full and free discussion throughout the APA. The Board is ready at any time to make available any information, except that of a confidential nature, which will assist the membership of the APA in understanding its operations.

MARION A. BILLS  
GEORGE K. BENNETT  
JOHN G. DARLEY  
GEORGE A. KELLY  
CARLYLE JACOBSEN  
JEAN W. MACFARLANE  
DAVID SHAKOW  
CARROLL L. SHARTLE  
DAVID WECHSLER

### Psychopedics

To the Editor:

For many years the writer has felt the need for a unique one-word technical term that can comprehend the meaning of "clinical psychology" and "child guidance" and wishes to suggest for discussion a new word "psychopedics." This term is self-defining, the latter part being a combining form from the Greek word for "child." That the term is "good Greek" is attested by the fact that it was first proposed by Professor-emeritus Carl D. Buck of the University of Chicago, a former president of the American Philological Association, in answer to the writer's request for an un-preempted technical term that would be etymologically acceptable.

Other one-word terms now in the dictionaries are not entirely satisfactory for the psychologist's use. "Pedagogy," though a close translation of the term "child guidance," has long ago established its own specialized meaning. "Psychagogy," despite its good etymology, is unsuitable on two counts: it is already in

print with the connotation of a particularized approach in child guidance, and besides, the word is not euphonious to non-classical ears. "Orthogenics," which comprises physiological and educational development as well as the psychological, is too inclusive to describe the professional field of the clinical psychologist. "Orthopsychiatry" and "Psychotherapy" are medical terms with a strong connotation of healing pathologies and thus are too restricted in meaning inasmuch as psychologists are becoming more and more interested in normal and superior children.

As far as the writer can learn, the new word psychopedics has not yet appeared in print. We are able therefore to set its definition and establish its connotation.

LUTON ACKERSON  
Beverly Hills, California

### Unwanted Publications

To the Editor:

This is in reply to your letter of January 10 about my protested dues payment. But the protest still stands.

Saying that members are "entitled" to receive two named magazines, by reason of paying dues, is like saying they are entitled to receive tax receipts. Saying that the *Psychological Bulletin* is an "extra journal" is merely using weasel words; for this publication is subsidized by APA out of the dues that members pay. I object to paying dues for these purposes. This is package merchandizing, which has in some cases, I believe, been held illegal. It is highly unethical to say the least. In view of APA's current drive for ethical practices, it is entirely fitting that it should clean its own house.

To supply a constructive element to my criticism, I suggest that APA dues be reduced to the amount needed solely for administrative purposes and for publishing its house organ only. I suggest that special rates on each of APA's other publications be made to members wanting to subscribe. The unwanted publications are "entitled" to die.

To secure the supporting and dissenting views of other members as a guide to action, you are welcome to publish this letter in the *American Psychologist*.<sup>1</sup>

GILBERT L. BETTS  
Personnel Consulting Service, Minneapolis

<sup>1</sup> While we have received several requests to substitute some other journal in place of the *Psychological Bulletin*, the demand for this change has been small. In 1947, APA members were sent ballots on their journal preferences; the *Bulletin* was clearly first choice for a third journal.—EDITOR.





J. McV. HUNT

*Director of the Institute of Welfare Research, Community Service Society, New York*

Editor, Journal of Abnormal and Social Psychology

Board of Directors, American Psychological Association

President-elect, Division of Personality and Social Psychology

## Psychological Notes and News

Jay Harrington died on January 19, 1950, in Claremont, California. He had been an Associate of the APA since 1946.

**Student Affiliates** who have received a second copy of the February *American Psychologist* need not return the issue. Not all student affiliates have received the January issue, but they will eventually do so.

**Herbert Woodrow** is relinquishing the headship of the department of psychology at the University of Illinois at the end of the current academic year, August 31, 1950. He will continue as professor of psychology until his retirement a year later. He will have served as head of the department at Illinois for twenty-two years.

**Harry V. McNeill** has joined the staff of the National Institute of Mental Health, United States Public Health Service, and has been assigned to the regional offices in New York City and Boston as regional mental health consultant in clinical psychology. Dr. McNeill was formerly with the VA.

**Herman Feifel** has joined the staff of the department of psychological service at Winter General Hospital, Topeka. He was formerly with the Personnel Research Section of the Adjutant General's Office.

**Corlin Beum, Jr.**, formerly with the Research Division of the Bureau of Naval Personnel, has joined the staff of Dunlap and Associates, Inc., New York City.

**Jesse C. Rupe** of Purdue University has taken a position as research psychologist at Headquarters, Detachment No. 3, Human Resources Research Center, Chanute Air Force Base, Illinois.

**William V. Lockwood** is a newly elected Associate. His name was spelled Lockwell in the list of Associates published in the January 1950 issue of the *American Psychologist*.

**The Human Relations Advisory Panel of the Office of Naval Research** met at the Special Devices Center, Port Washington, Long Island, on February 3 and 4. Members attending were John G. Darley, Pendleton Herring, Dexter Keezer, E. Lowell Kelly, Rensis Likert, Margaret Mead, Frederick F. Stephan, and Dael Wolfe. John W. Macmillan, Howard E. Page, and Lt. Comdr. John Dickson represented ONR. John G. Darley was elected chairman of the panel to replace E. Lowell Kelly, resigned.

The panel reviewed all present research contracts in the field of human relations and examined a number of new research proposals.

**Division Officers.** The following divisions have sent in lists of officers for 1949-50:

### 1. DIVISION OF GENERAL PSYCHOLOGY

President: Edna Heidbreder

President-elect: Karl M. Dallenbach

Secretary: Delos D. Wickens

Members-at-large of the Executive Committee:

Karl M. Dallenbach

John C. Flanagan

Carl N. Rexroad

Representatives to APA Council:

Robert W. Leeper (1949-50)

Delos D. Wickens (1949-50)

Anne Anastasi (1949-51)

Robert H. Seashore (1949-52)

### 8. DIVISION OF PERSONALITY AND SOCIAL PSYCHOLOGY

President: Otto Klineberg

President-elect: J. McV. Hunt

Secretary-Treasurer: Allen L. Edwards

Members-at-large of the Executive Committee

and Representatives to APA Council:

A. H. Maslow (1949-50)

Ross Stagner (1949-51)

O. H. Mowrer (1949-51)

Allen L. Edwards (1949-52)

### 13. DIVISION OF CONSULTING PSYCHOLOGY

President: Emily Burr

President-elect: Harold M. Hildreth

Secretary-Treasurer: Helen L. Koch

**Members-at-large of the Executive Committee:**

E. Lowell Kelly

Morton A. Seidenfeld

**Representatives to APA Council:**

Morris S. Viteles (1949-50)

Bertha M. Luckey (1949-51)

**15. DIVISION OF EDUCATIONAL PSYCHOLOGY****Representatives to APA Council:**

Irving Lorge has resigned in order to be  
Division Representative of Division 20.

A. S. Barr, 1949-51, will serve in his place.

**20. DIVISION ON MATURITY AND OLD AGE**

President: George Lawton

President-elect: Raymond G. Kuhlen

Secretary-Treasurer: Morton A. Seidenfeld

**Member-at-large of the Executive Committee:**

Sidney L. Pressey

**Representatives to APA Council:**

Irving Lorge (1949-50)

Herbert S. Conrad (1949-52)

**The Texas Psychological Association** elected the following officers for the current year: president, Merl E. Bonney, North Texas State College; vice-president, Gordon Anderson, University of Texas; secretary-treasurer, Ernestine Blackwell, University of Texas; parliamentarian, F. J. Adams, University of Texas; past president, Cyrus W. LaGrone, Jr., Texas Christian University.

**Syracuse University** will hold its Fourth Annual Conference on Mental Hygiene and Problems of Exceptional Children on May 12-13, 1950. The theme this year is "Prevention of Maladjustment." William M. Cruickshank, head of the Laboratory for the Handicapped, and Ernst G. Beier, head of the Mental Hygiene Service, are co-chairmen. Speakers from different disciplines will give their views on the clinical, sociological and anthropological questions of mental health. Psychologists on the program include Stanley Estes of Harvard, Fritz Redl of Wayne University, David Rapaport of the Austen Riggs Foundation, and Wendell Johnson of the State University of Iowa.

**The department of philosophy and psychology of the University of Tennessee**, on the basis of funds allocated by the USPHS, has invited a series of guest lecturers for the winter and spring quarters. During the spring, the following psy-

chologists will lecture from two to four days each: Urie Bronfenbrenner, Cornell University, to discuss psychological theories of group behavior; Jerry W. Carter, Jr., National Institute of Mental Health, public health services; Karl S. Lashley, Harvard, clinical neurology; Ronald Lippitt, University of Michigan, group dynamics; and O. Hobart Mowrer, University of Illinois, psychotherapy.

**The University of Texas Medical Branch at Galveston** announces the following appointments in psychology: Austin Foster, associate professor of neuropsychiatry and director of psychological services of the branch hospitals; Willie Maud Verniaud, instructor in pediatrics and child psychologist; William Josey and David Vinson, clinical psychologists; Dorothy Booth and Patti Thomas, psychological examiners; Jane Williams, psychological assistant; and Mary Varley, resident in psychology.

**Group of Psychoanalytic Psychologists.** A group of APA members, trained in psychoanalysis and interested in psychoanalytically oriented research, met informally at the 1948 meeting of the APA in Boston, and again in 1949 at Denver. Subsequently, 32 members of the Division of Clinical and Abnormal Psychology organized themselves as an interest group, called the "Group of Psychoanalytic Psychologists." They plan to hold regular informal meetings for members on the occasion of annual meetings of the APA.

Nevitt Sanford is chairman of the group; Milton Wexler, vice-chairman; Isabelle Kendig and Austin Wood, committee members; and Bruno Bettelheim, Orthogenic School, 1365 E. 60th Street, University of Chicago, Chicago 37, Illinois, secretary. Anyone interested in affiliating should write the secretary.

**Bernays Awards.** In addition to the Bernays Award previously administered by SPSSI, one is being announced by the American Sociological Society, 427 West 117th Street, New York 27, New York. The award will be presented to the individual or group contributing the best research on the effects of radio and/or television on American life. The contest will be open to social scientists here and abroad. The report of the research must be submitted by July 1, 1950, and any study completed from 1948 on will be eligible. Details of the \$1000 award may be obtained from the Society.

**Awards for research in the field of personnel** will be given by the Council of Guidance and Personnel Associations. The award is not a monetary consideration, but is to be in the form of a statement of recognition by the Board of Representatives. Announcement of the award will be made on Council Day each year, and it is the hope of the Council that this plan will stimulate basic research in the field of personnel.

For the first award, the projects to be considered are in the area of personnel work with students in elementary school, high school, and college. Later, other types of personnel work will be considered. Nominations by any member of the constituent organizations of CGPA may be made to C. Gilbert Wrenn, Chairman, University of Minnesota, Minneapolis 14, Minnesota. Other members of the Committee on Awards are Mitchell Dreese, Clifford Houston, Warren K. Layton, and Hilda Threlkeld.

**The Committee for Research in Problems of Sex** of the National Research Council expects to have a few thousand dollars available for new grants-in-aid during the fiscal period July 1, 1950 to June 30, 1951. Applications will be received until March 15, 1950. Blanks may be obtained from the Division of Medical Sciences, National Research Council, 2101 Constitution Avenue, Washington 25, D. C. Preliminary inquiries should be addressed to Dr. George W. Corner, Chairman of the Committee.

The 1949 volume of the *Psychological Monographs* now has two issues out (No. 296 and No. 297). Other issues will be printed rapidly but irregularly, so that No. 301 may appear before No. 299 and No. 300.

**Attention, graduate students.** At most universities, applications for scholarships, fellowships, research and teaching assistantships should be made at this time of year. Graduate students intending to apply for 1950-51 should do so without delay.

The article in the January 1949 issue of the *American Psychologist* which described graduate assistantships and fellowships still gives a good general view of the situation. While details may have changed, the institutions with the most vacancies for 1949-50 will still have approximately the same number for 1950-51, and those paying higher

stipends in one year will probably pay higher stipends for another year.

**The Department of Psychology of the University of Missouri** announces that it is accepting and reviewing applications for graduate study for 1950-51. Although emphasis is on the training of MA candidates, a limited number of doctoral candidates will be considered.

Offerings consist of courses in the following fields: clinical, experimental, industrial psychology, counseling and guidance, psychology as a profession, and theoretical-methodological problems of psychology.

A few teaching assistantships are available for the forthcoming year for the handling of laboratory sections of experimental psychology under supervision. Stipend, \$750 for nine months.

Applicants will be required to take the Miller Analogies Test and to submit application on forms to be provided by the department. Address inquiries to Dr. Fred McKinney, Chairman, Department of Psychology, University of Missouri, Columbia, Missouri.

**Graduate assistantships**, apply for admission to the Office of Admissions. All assistantships carry tuition exemption. One research assistantship; 40 hours work required; stipend, \$2880. One one-half time teaching assistantship; 20 hours of work required; stipend, \$1000. One one-quarter time laboratory assistantship; 10 hours of work required; stipend, \$500. Five one-half time assistantships in personnel services; stipend, \$1000. Apply by May 31 to Dr. Adelbert Ford, Head, Department of Psychology, Lehigh University, Bethlehem, Pennsylvania.

**Fellowship in educational measurement**, awarded by the American Educational Research Association, and made possible by a grant from the World Book Company; candidate to pursue graduate studies at either predoctoral or postdoctoral level, at an institution of his choice in the metropolitan New York area. He will in addition receive the benefits of a systematic program of practical experience in test research and development in the Division of Test Research and Service of World Book Company and other testing agencies. Stipend, \$1800 for a person without dependents, or \$2000 for a person with dependents. Candidate

must be U. S. or Canadian citizen, with at least one year of graduate study. For additional information and application blanks write to Fellowship Award Committee, American Educational Research Association, 1201 Sixteenth Street N.W., Washington 6, D. C. Applications must be received by March 15, 1950.

**Internships in clinical psychology**, beginning either July or September for one-year period; graduate student status (2 years) required. Some of the appointments carry USPHS stipends at levels of 3 or 4 (\$2000 or \$2400, tax-free) depending upon level of training, less approximately \$360 deduction for maintenance if desired. The remainder of the appointments provide maintenance only.

**Postdoctoral residency in clinical psychology**, beginning either July or September, for one-year period. PhD with previous internship required. Stipend, \$2000 to \$3000 less single maintenance if desired.

Application forms may be obtained from Dr. Leslie Phillips, Chief Psychologist, Worcester State Hospital, Worcester 1, Massachusetts.

**Internships for the summer for two graduate students** who have AB plus some graduate work in psychology and plan to return to school for graduate study in the fall. Stipend, \$125 per month for three months. Duties, to give group and individual tests. Apply to Miss Dorothy H. Carrington, Chief Psychologist, Institute for Psychological Services, Illinois Institute of Technology, 18 South Michigan Avenue, Chicago 3, Illinois.

**Internship in Washington University's Child Guidance Clinic**, either sex, beginning September 15, 1950 for 12 months. MA degree and proficiency in the commonly used psychological tests are required. Stipend, \$2000. Address applications to Dr. Saul Rosenzweig, Director, 4562 Scott Avenue, St. Louis, Missouri.

**Internship at Homer G. Phillips Hospital**, the largest Negro hospital in the world, beginning July or September. Open to a graduate student who is taking internship as part of his PhD program. Stipend, \$2000 for 12 months. Address applications to Dr. Robert I. Watson, Division of Medical

Psychology, Washington University School of Medicine, St. Louis, Missouri.

**Three one-year internships** available September 1, 1950 in the Division of Medical Psychology of the Washington University. Open to graduate students who are taking internship as part of the PhD program. Rotation of duties is planned. Stipend, \$2000. Address applications to Dr. Robert I. Watson, Washington University School of Medicine, St. Louis, Missouri.

**Fairfield State Hospital**, Newtown, Connecticut, no longer has adequate training facilities for interns. This institution should be deleted from the table of Available Internships in Psychology: 1949-50, as published in the February, 1949 issue of the *American Psychologist*.

**Clinical psychologist**, PhD, with experience, either sex; salary \$5000 for eleven months plus additional stipend for summer school teaching.

**Experimental psychologist**, PhD, either sex; salary depending on rank.

Apply to Dr. John W. Stafford, Head, Department of Psychology and Psychiatry, Catholic University of America, Washington, D. C.

**Research psychologist**, as soon as possible, man, as project director in Department of the Army Research and Development Activity, conducting research in areas of personnel selection, classification, training, and management. For permanent appointment candidate must be certified from Civil Service register for research psychologist at Grade GS-12 (\$6400) or GS-13 (\$7600). Interested candidates not on register are urged to apply to the Civil Service Commission for registration in connection with Examining Circular EC-9, as well as corresponding with the Personnel Research Section, AGO, Room 1C 913, The Pentagon, Washington 25, D. C.

**Research psychologists**. The Institute for Research in Human Relations has recently opened a Washington office at 309 Stoneleigh Court, 1025 Connecticut Avenue, Washington 6, D. C. Harry J. Older is the director. Positions are available for research psychologists in both the Washington and Philadelphia offices. Backgrounds in social psychology and in personnel research are desired.



Salaries depend on training and experience. Applications can be sent either to the Washington office or to Dr. Barney Korchin, Director of Research, 2224 Locust Street, Philadelphia 3, Pennsylvania.

**Associate professor or professor, man, PhD** preferred, beginning September, 1950, to teach general courses 15 hours per week (counseling duties could be substituted in part). Methodist preferred. Salary range, \$3100-4000. Apply to Dean Leon F. Sensabaugh, Chairman, Division of the Social Sciences, Birmingham-Southern College, Birmingham 4, Alabama.

**Lecturer in psychology.** Candidate will be required to acquire a working knowledge of Hebrew within a reasonable period after arrival. Applications should include a detailed curriculum vita; list of scientific publications; three copies of each publication; diplomas; and particulars concerning scientific work and teaching experience. Submit applications before April 30, 1950 to The Academic Secretary, Hebrew University, Jerusalem, Israel.

**Assistant professor or instructor, beginning September, 1950, PhD** required for higher rank, to teach variety of courses. Salary range \$3600-4000 for assistant professor, \$2400-3600 for instructor. Apply to Dr. Ralph A. Irwin, Chairman, Department of Psychology, University of Nevada, Reno, Nevada.

**Industrial psychologist-manager, man, PhD** with at least five years of business experience, to manage established Los Angeles office of personnel and psychological consulting organization. After two or three months' training in New York City, will be given opportunity to handle the entire West Coast. Salary open. Send complete resumés to Martin M. Bruce, Chief Psychologist, The Personnel Institute, Inc., 201 East 57th Street, New York 22, New York.

**Industrial psychologist, as soon as possible, man, well-trained** in field of surveying industrial employee attitudes and morale. He should understand use of and be able to devise questionnaires for this purpose. Some traveling required. Salary dependent upon qualifications but may range from \$6000-7200. Apply to Dr. Clarence T. Genovese, Supervisor, Psychological Division, Stevenson, Jor-

dan and Harrison, 19 West 44th Street, New York 18, New York.

**Clinical psychologists** for the state of Minnesota's psychiatric hospitals and mental hygiene clinics. Salary range, \$482-552. Selection will be made through evaluation of credentials and possibly an interview. Candidate must present written credentials that he is within one year of the PhD. Experience is desirable. Address, for details, the State Civil Service Commission, St. Paul, Minnesota.

**Clinical psychologists.** Vacancies for Mental Health Personnel have been listed by the USPHS, with positions available for psychologists, social workers, and psychiatrists. The following scale summarizes the salary schedule in the states which listed vacancies:

Range of Salary for Full-time Work	
Psychologists	\$3300 to \$6000
Social workers	\$2880 to \$6000
Psychiatrists	\$6000 to \$12,000

**Alaska:** Territorial Health Department mental hygiene program. Salary, approximately \$6000. Write Dr. E. Earl Albrecht, Commissioner of Health, Juneau, Alaska.

**California:** PhD in clinical psychology and experience, particularly in children's field, required. Write Berkeley State Mental Hygiene Clinic, State Department of Mental Hygiene, Berkeley, California.

**Connecticut:** State mental health program. Salary, \$3480 to \$4380. Write Dr. Stanley H. Osborn, Commissioner of Health, State Department of Health, Hartford, Connecticut.

**Louisiana:** Clinical psychologist. Duties include supervision and development of program for clinics and training; public education and administration at state level. Salary, \$325 to \$425. Psychological assistant. Member of psychological team in Shreveport and Monroe clinics. Assist with public education. Salary, \$275 to \$375. Write Mr. Jesse H. Bankston, State Hospital Board, Baton Rouge, Louisiana.

**North Carolina:** Psychosomatic clinic. Opportunity for teaching and supervision. Salary, \$4320 to \$5400. Write Dr. Morris Greenhill, Psychosomatic Clinic, Duke Hospital, Durham, North Carolina.



Full or part-time at Wilmington. Salary, \$3600 to \$5400. Write Child Guidance Clinic, c/o James Walker Memorial Hospital, Wilmington, North Carolina.

**Clinical psychologist**, as soon as possible, either sex, at least MA degree, two years' relevant experience required. Salary, \$4500. Apply to Dr. A. A. Marmor, M.D., Director, Sonoma County Mental Hygiene Clinic, Santa Rosa Junior College, Santa Rosa, California.

**Examinations for chief clinical psychologist, senior and junior psychological assistants**; salary range, \$4200-5400; \$3600-4680; \$2700-3480, respectively. Closing date for applications March 18, 1950. State residence not required. Degrees of PhD to MA required. Secure application blanks from local offices, or write to Rebecca Graham, Merit System Supervisor, Box 939, Santa Fe, New Mexico.

**Clinical psychologist for Neuropsychiatric Service**, U. S. Naval Hospital, Portsmouth, Virginia

(Civil Service, GS-11, \$5400 per annum). Candidate at doctoral level with experience in medical setting required. Consultative and diagnostic duties predominate; little research and no training.

**Chief clinical psychologist for Neuropsychiatric Treatment, Training and Research Center**, U. S. Naval Hospital, Mare Island, Vallejo, California (Civil Service, GS-13, \$7600 per annum); PhD with administrative, research, and training experience.

**Clinical psychologist (research) for Neuropsychiatric Treatment, Training, and Research Center**, U. S. Naval Hospital, Mare Island, Vallejo, California (Civil Service, GS-12, \$6400 per annum); PhD with experience heavy in experimental; must also be capable of conducting research in dynamic psychology.

Naval experience and personal analysis desired but not required for all three positions.

For full particulars write Commanding Officers of respective Naval hospitals or the Bureau of Medicine and Surgery, Attn: Professional Division, Navy Department, Washington 25, D. C.

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# Convention Calendar

## AMERICAN PSYCHOLOGICAL ASSOCIATION

September 4-9, 1950; Pennsylvania State College

*For information write to:*

Dr. Dael Wolfe

1515 Massachusetts Avenue N.W.

Washington 5, D. C.

## EASTERN PSYCHOLOGICAL ASSOCIATION

April 21-22, 1950; Worcester, Massachusetts

*For information write to:*

Dr. Charles N. Cofer

Department of Psychology

University of Maryland

College Park, Maryland

## MIDWESTERN PSYCHOLOGICAL ASSOCIATION

May 5-6, 1950; Detroit, Michigan

*For information write to:*

Dr. David A. Grant

Department of Psychology

University of Wisconsin

Madison, Wisconsin

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*For information write to:*

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April 7-8, 1950; Vanderbilt University, Nashville, Tennessee

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Department of Psychology

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April 14-15, 1950; University of Rochester

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New York University

New York 53, New York

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May 17-20, 1950; Columbus, Ohio

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April 28-29, 1950; Santa Barbara College

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Fresno 4, California

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May 18-20, 1950; Royal York Hotel, Toronto, Canada

*For information write to:*

Mr. H. O. Steer

100 St. George Street

Toronto, Canada

## INTERNATIONAL COUNCIL FOR EXCEPTIONAL CHILDREN

March 19-23, 1950; Stevens Hotel, Chicago, Illinois

*For information write to:*

Miss Mary E. Courtenay

Assistant Superintendent,

Department of Special Education

Chicago Public Schools

Chicago, Illinois

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